

Classroom Characters

Knowledge of Student

Five Core Propositions

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

Knowledge of Student

- Act on the belief that all students can learn.
- Treat students equitably.
- Recognize individual differences.
- Adjust practices on the basis of the knowledge.

Individual Certificate Standards

Area	Standards	
Art EA & EC/MC	II Knowledge of Students as Learners	III Equity and Diversity
CTE	I Knowledge of Students	IV Diversity
English as a New Language EAYA & EC/MC	I Knowledge of Students	III Knowledge of Culture and Diversity
English Language Arts AYA	I Knowledge of Students	IV Fairness Equity and Diversity
English Language Arts EA	I Knowledge of Students	V Equity Fairness and Diversity
Exceptional Needs	I Knowledge of Students	IV Diversity
Generalist EA	I Knowledge of Young Adolescents	VI Respect for Diversity

Individual Certificate Standards

Area	Standards	
Generalist EC	I Understanding Young Children	II Equity Fairness and Diversity
Generalist MC	I Knowledge of Students	IV Respect for Diversity
Library Media	I Knowledge of Learners	
Literacy: Reading-Language Arts EC/MC	I Knowledge of Learners	III Equity Fairness and Diversity
Math AYA	II Equity Diversity and Fairness	IV Knowledge of Student
Math EA	I Commitment to Equity and Access	II Knowledge of Students

Individual Certificate Standards

Area	Standards	
Music EA/YA	I Knowledge of Student	VI Valuing Diversity
PE EA/YA and EC/MC	I Knowledge of Student	IX Equity Fairness, and Diversity
School Counseling	V Equity Fairness and Diversity	
Science AYA	I Understanding Students	VI Promoting diversity, Equity, and Fairness
Science EA	I Understanding Early Adolescents	IV Diversity, Equity, and Fairness
Social Studies AYA & EA	I Knowledge of Students	II Valuing Diversity
World Languages other than English EA/YA	I Knowledge of Students	II Fairness

Accomplished Teaching Architecture

Your Students – Who are they? Where are they now? What do they need and in what order do they need it? Where should I begin?



Getting to Know the Characters

- Teachers learn about students by what they say.

Getting to Know the Characters

- Teachers learn about students by what they do.

Getting to Know the Characters

- Teachers learn about students by what others say about them.

Recognizing Diversity

- Made up of distinct characteristics, qualities, or elements.
 - Gender
 - Race
 - Age
 - Likes/Dislikes
 - Culture
 - Parent: Education, Occupation, Interest

Ensuring Equity

- What is equal, ALL students are included
 - ALL students receive the same instruction, same materials, same time to complete, same access to the teacher, etc.
 - For your lesson, you choose a time when all students are available and not exclude one student who may be receiving other services...spec. ed., speech, etc.)
 - Students who are absent receive the same instruction upon their return.

Ensuring Fairness

- Free from bias or injustice
- Recognize your biases
- Might be done for one student but not all
 - It is 'fair' for the student with glasses to be on the front row, but it isn't equitable as not all students can be placed on the front.

Providing Access

- Access: the ability, right, or permission to approach, enter, speak with, or use; admittance
 - to teacher time
 - preference of learning (whole/small groups, individual work, auditory, visual, kinesthetic)
 - peer interactions,
 - resources,
 - room arrangement to optimize collaboration,
 - to lessons taught to all

Accomplished Teaching Architecture

Your Students – Who are they? Where are they now? What do they need and in what order do they need it? Where should I begin?



Accomplished Teaching Architecture

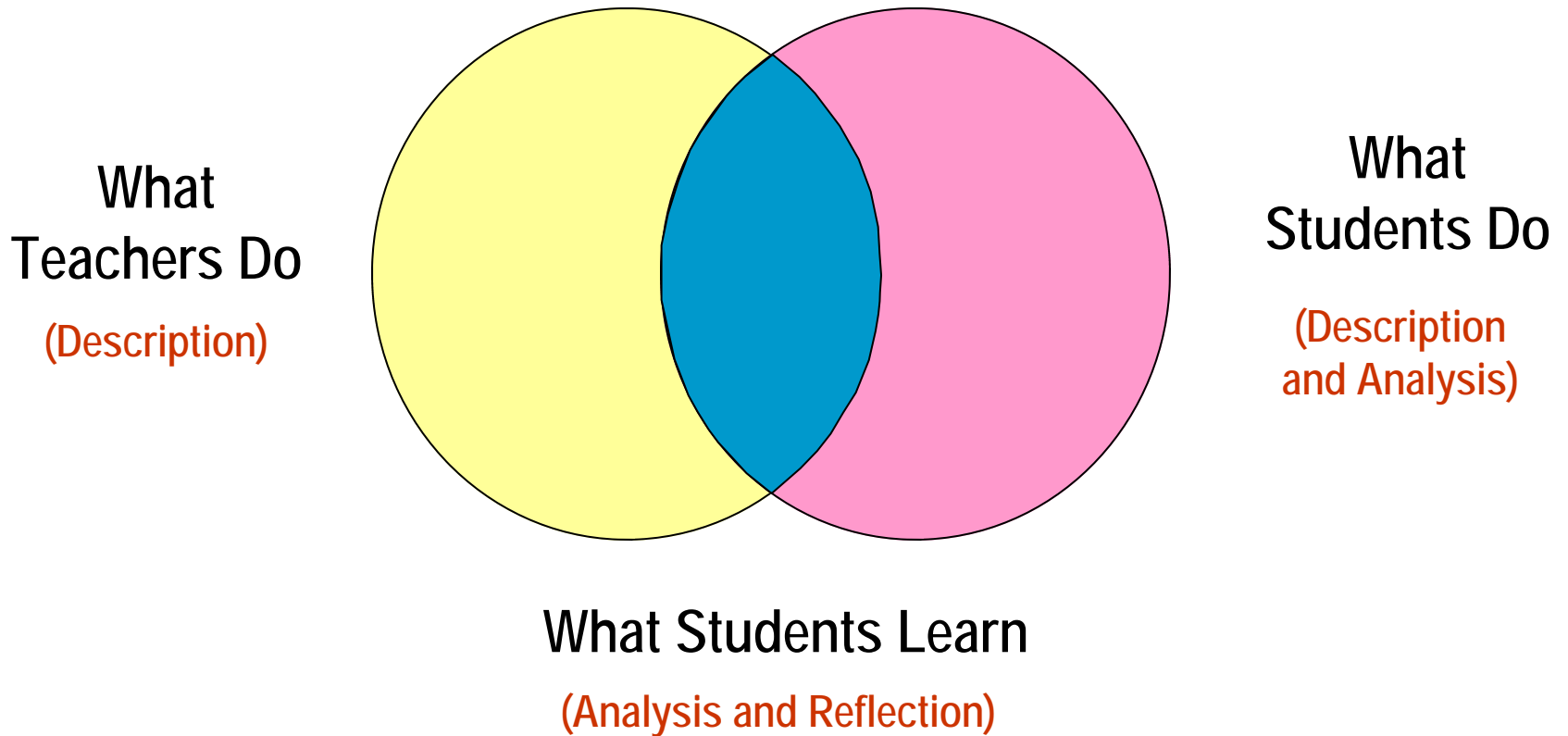
Set high, worthwhile goals
appropriate for these
students, at this time, in this
setting.



Connecting Knowledge to Goals

- The knowledge you gain is the information you use to set classroom goals and individual student goals.
- These goals become the foundation for your entries.

Writing Components of Entry



The Standards and Your Entries

- The standards regarding *knowledge of student* and *fairness, equity, and diversity* are part of the first three portfolio entries.
- Remember that these standards are the foundation for your classroom decisions and connect directly to your reflections about student learning.

Works Cited

Celestino, Joan, et al. National Board Certification Candidate Support. National Board of Professional Teaching Standards, 2006.

"Standards by Certificate." National Board for Professional Teaching Standards. 2 Jun 2007
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